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ABSTRACT

Thailand's efforts to provide universal primary education are described in this publication. Chapter One describes the system of education, focusing on the historical background, the constitutional provision for primary education, educational administration, responsible agencies, the elementary school curriculum circa 1978, teacher training, and appropriations for education. Chapter Two indicates sectors not receiving equal education and presents educational data in numerous tables. Chapter Three briefly describes new developments and programs, such as the National Literacy Campaign, improvement of learning quality in primary schools, and the National Assessment Program. (RH)

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Asian Programme of Educational Innovation for Development

ED274458

Towards Universalization of Primary Education in Asia and the Pacific

Country Studies

THAILAND

PS 016082

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Bangkok, 1984

This volume is one of a series of National studies of the progress being made towards the universalization of primary education undertaken by the following Member States:

Bangladesh	Papua New Guinea
China	Philippines
India	Republic of Korea
Indonesia	Socialist Republic of Viet Nam
Nepal	Sri Lanka
Pakistan	Thailand

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ABBREVIATIONS

BMA	:	The Bangkok Metropolitan Administration
BPPHQ	:	Border Patrol Police General Headquaters
DGE	.	Department of General Education
DNFE	:	Department of Non-Formal Education
LAD	:	The Local Administration Department
MOE	:	Ministry of Education
MOI	:	Ministry of Interior
MUA	:	Ministry of University Affairs
NEC	:	Office of the National Education Commission
NSO	:	The National Statistical Office
OLEE	:	Office of the Local Elementary Education
ONPEC	:	Office of the National Primary Education Commission
OPEC	:	Office of the Private Education Commission
OPM	:	Office of the Prime Minister
OPS	:	Office of the Permanent Secretary
TTD	:	Teacher Training Department

Preface

Universalization of primary education (UPE) is one of the major priority goals of countries in the region of Asia and the Pacific. The developing countries in particular, are now vigorously engaged in the formulation and implementation of policies, plans and programmes aimed at making adequate and suitable opportunities for primary education available as soon as possible for all children and young people.

In 1983, as part of a major project under the Asian Programme of Educational Innovation for Development (APEID) on the Universalization of Education, 12 countries in the region undertook national studies. The national studies were conducted to analyse the stage reached by the countries in UPE, and the problems encountered by them in providing educational opportunities to all children at the primary level; to review significant new and current developments in programmes and projects which the countries have undertaken in order to expand and improve primary education; and to contribute to achieving the target of primary education for all children. The studies were conducted by national institutes and professional groups under the guidance of high level committees of the Ministries of Education in the respective countries.

On completion of the national studies, a Regional Review Meeting was held in November 1983 which undertook an in-depth analysis of the methodologies of the national studies and examined their findings. The meeting also made suggestions for improving and updating the national studies tabled for review.

Following the recommendations of the review meeting, study teams in the participating countries have revised and updated the national studies. The present publication is an outcome of the collaborative and co-operative efforts of the member countries in understanding the progress made in the universalization of primary education, the nature and extent of problems and issues and their implications for achieving UPE in the region before the end of this century.

This series which provides a comparative view of the position of and progress made in UPE has been published with the view that the countries in the region, in their bid to step up measures for UPE, will find the information, experiences and conclusions useful in pursuing the goal of 'education for all' with a new vigor by drawing on the experiences of other countries with the same goals and objectives.

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INTRODUCTION

Thai education took a little more than an hundred years to evolve from its traditional form to the modern system that is known today. From the 1820s to the 1920s, through the years of Western political and military pressure on the Thai nation and Western intellectual challenge to the Thai mind, the transition was made from informal teaching to a standard education under the supervision of a centralized education system. And in this process of modernization, the old was inextricably mixed with the new, for even as new ideas were adopted, old institutions were adapted to make them more responsive to contemporary needs.

The desire to preserve the cultural heritage of the past and the recognition of the need for innovations ran through the reigns of King Nangklao, King Mongkut, King Chulalongkorn and King Wachirawut. Boys of Suan Kulap School were modernized royal pages. Chulalongkorn University grew out of the Royal Pages School whose students learnt the manners of the court at the same time as they studied to be provincial administrators. Mass education and universal compulsory primary education came to be based largely on the traditional foundation of education; the monasteries in the provinces and the metropolis.

The establishment of the modern system of education of course did not mean that it was immediately implemented. The contemporary political situation combined with the limited resources meant that declared intentions often took a long time before they could be fulfilled. Some of the plans and the projects themselves had to be modified as times passed and new needs arose. Nevertheless, the work begun during those years launched modern Thai education forward on a relatively healthy course.[1] With willing co-operation from all responsible agencies, both government and private, it was anticipated that universalization of primary education would be achieved in 1986.

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[1] Tej Bunnag "From Monastery to University Education in Thailand: A century of experience", Dept of Elementary and Adult Education, Ministry of Education, Karnsosana Press, 1970.

Chapter One

THE EDUCATION SYSTEM

Historical background

The history of Thai educational development can be traced back to the period of Thai Lanna and Sukhothai (1238-1378). There was an alphabet used by the Thais at least as early as the Nan Chow Period and later, King Ramkamhaeng modified the Thai Yhun and Thai Khmer Alphabets and developed the existing Thai alphabet in 1283. Education at this time was totally conducted by the monastery institutes. Senior monks taught junior monks and the junior monks taught youngsters who were staying in the temples. The teaching covered reading, writing and Buddhism.

In the Ayudhya Period (1350-1767), primary education was more structured. King Narai promoted formal education that required boys of 7-8 years old to go the nearly temple to study reading, writing, accounting and moral education. There were also some French missionary schools. Some significant developments included the first Thai textbook, *Chinda Manee* written by Pra Horthibordi (The Royal Prophet) around 1656. This textbook was used until 1880.

The modernization of primary education in Thailand began in 1868. The first school was established in the Royal Palace in 1871. It was the first school where the teachers were not monks and the first situated outside the temple compound. Nine years later, the first school for girls was in operation. The expansion of schools to the provinces began in 1884. One year later there were 17 schools in Bangkok and 13 in the provinces, and there were 2,044 students. The Department of Education was established in 1887 and three years of primary education was made compulsory in 1913.

Constitutional provision for primary education

All educational activities are responsive to the national policy. The policy for Thailand is wide-ranging and extracts include that: the

State shall promote and attend to education, having recognized that education has a high priority in its undertaking; the organization of education is the sole responsibility of the State; all educational management comes under the supervision of the State; the State shall make compulsory education universal. State and local educational institutes shall be provided free of charge; and as for non-compulsory education, the State shall lay down appropriate measures to guarantee a fair and democratic access to education within the framework of relevant legislations and taking into account the individual's ability.

The policy also proclaims that the State shall: organize education such that all Thai citizens are able to communicate in Thai in an apt and efficient manner; step up and promote various kinds of out-of-school education in order to make available life-long education to all, especially to those who missed the initial formal schooling; make education accessible to the poor, the physically, mentally and socially handicapped as well as the educationally disadvantaged; accelerate and promote pre-school education. The State is also responsible for organizing all levels of teacher-training and producing well-qualified and able teachers for various educational institutes in compliance with the objectives laid down in the National Educational Scheme.

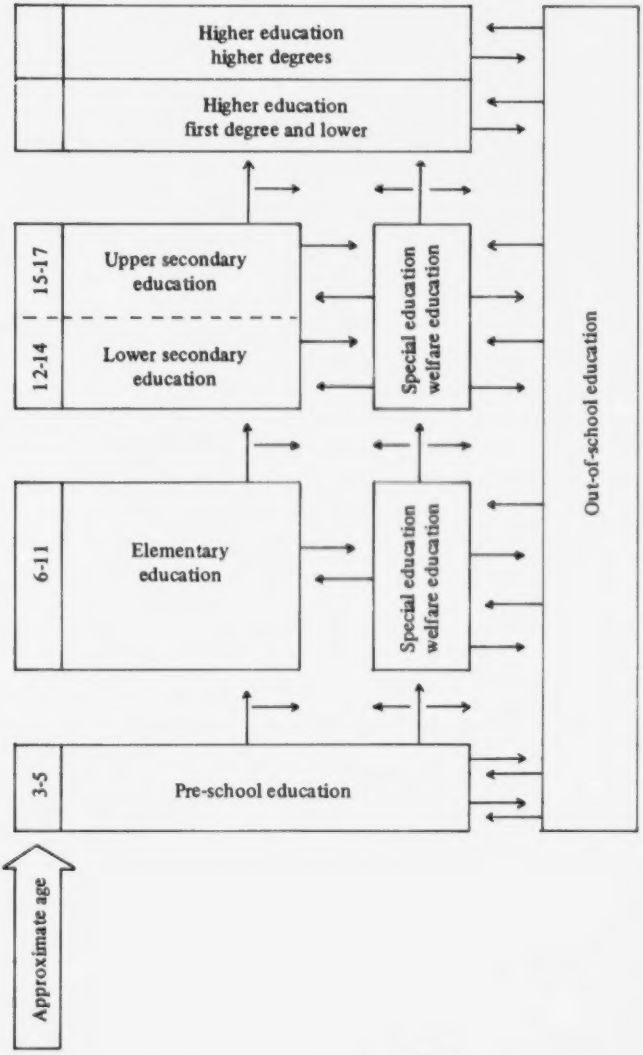
The State encourages experiment and research in education, the results of which will then be used to improve the existing education structure and lends large support to the production of textbooks, lessons and technical documents which do not run counter to Thai culture, regulations and law.

Under the National Education Charter approved by the National Education Commission in 1977, education is conceived as a continuing life-long process which promotes the quality of life of the citizen, enabling him to live a useful life in society. The education system as restructured by the educational reform introduced in 1978, comprises four levels of education, namely, pre-school or pre-primary, primary, secondary and higher as shown in Figure 1.

Pre-school education covers ages 3-5 and it is considered as preparatory to primary education. In turn, primary education lasts six years (ages 6-11) and leads to secondary education which comprises two, three-year cycles, the lower and the upper secondary

cycles. Higher education may take place in a college or university or a special institute. It comprises diploma, degree and post-degree levels.

Figure 1. Chart showing educational system



Educational administration

All agencies whether governmental, local or private, as well as foreign institutes bound by international agreements or obligation, which are responsible for education administration in Thailand and come under the jurisdiction of the Ministry of Education, shall organize education according to the National Educational Scheme, policy, work-plan, programmes, rules and regulations, as determined by the Ministry of Education. The Ministry of Education shall be responsible for inspecting and applying appropriate measures to persuade and enforce those governmental agencies and organs mentioned above to comply with the present provision.

As for higher education, the institutes of higher education shall enjoy academic freedom, provided that they do not go against the policy, work-plan and programmes of the State and provided that they operate under the State's supervision and within the framework of relevant legislations.

With regard to special education or education for certain groups of individuals, whatever the case or created by whatever laws, its organization is to be carried out in collaboration with the Ministry of Education or the Bureau of State Universities in order that the implementation of education, at every level, of every kind and of every organization in Thailand, will be in line with the policy, work-plan and programmes of the State.

Since educational administration in Thailand is mostly centralized, the planning is conducted at the ministerial level.

In order to reduce education problems and improve the quality of human resources, targets for development are as follows:

On quantity. During the Fifth Educational Development Plan (1982-1986) a target has been set to expand the enrolment for pre-school education to cover 35.4 per cent of children in the pre-school age group. Primary education will be expanded to cover all students in the compulsory age group. The enrolment for lower secondary education, upper secondary education and higher education will be expanded to cover 48.3 per cent, 30.9 per cent and 4.8 per cent of the people in each age group respectively. In addition, non-formal educational services will also be provided to an average of 1.5 million persons annually.

On quality. 1. Reduce the rate of repetition at the primary education level by two per cent annually;

2. Improve, adjust and modify the contents and substance related to academic, professional and moral courses as embodied in the curricula of primary education, secondary education, vocational education, teacher training and non-formal education to ensure consistency and to produce graduates to meet the socio-economic requirements of the country;

3. Upgrade the standards of schools in remote areas;

4. Provide the necessary educational equipment and materials and supplies to the 25 per cent of the primary school students who are poor and needy; and

5. Develop teachers, lecturers and education personnel concerned with vocational teaching in proportion to the expansion of professional training at the higher education level.

On equal opportunities. All six year-old children will be provided with an opportunity to be enrolled in primary schools. Primary schools will also be set up in all sub-districts.

Lower secondary schools will be decentralized to poor and remote areas of the country with the intent to establish one school per five large sub-districts. During the Fifth Plan period about 130 lower secondary schools will be set up throughout the country. Also if there are no further financial constraints during the Plan period, consideration will be given to the establishment of an additional 120 schools.

On the sharing of education investment burdens. The targets set in terms of ratio of students in public and private educational institutions are as follows:

	Public	Private
Pre-school education	47.1	52.9
Primary education	93.8	6.2
Secondary education and equivalent	80.8	19.2
Higher education (Excluding Open University System)	83.5	16.5
Average	87.9	12.1

Table 1. Targets on production of students and graduates in each type of education

(Unit: Thousand persons)

Types	*Number of students*		*+ Increase – Decrease*	*Proportion of total people in each age group by 1986 (%)*	*Average number of graduates per annum*
	1982	*1986*			
Pre-school education (4-5)	559	740	181	35.4	–
Primary education (6-11)	7,633	6,497	– 1,136	97.0	1,050
Lower secondary education (12-14)	1,203	1,774	571	48.3	431
Upper secondary education (15-17)	868	1,141	273	30.9	321
– Regular stream	462	599	137	16.2	156
– Vocational stream	372	470	98	12.8	137
– Others	34	49	15	1.3	19
Higher education (18-23)	262	327	65	4.8	95
– Vocational	64	39	– 25	1.2	30
– Teacher training	51	48	–3	0.7	21
– Limited enrolment University system	97	116	19	1.7	31
– Private colleges	35	44	9	0.6	9
– Others	15	40	25	0.6	4
Open university system	893	1,274	381	–	39
Non-formal education (public and private)	Providing services to the average of 1,500,000 persons annually				1,500

Responsible agencies

From 1980 the main reponsibility for primary education was given to the Ministry of Education. The Ministry is now 95 per cent responsible while by the Bangkok Metropolitan Administration, the Municipalities and, to a much lesser extent, other agencies such as the Border Patrol and the Department of Social Welfare takes responsibility for the remaining 5 per cent. Table 2 presents the responsible departments, types of primary school and the area of services. It should be noted that even in the Ministry of Education, there are several departments that take part in the primary education organization.

Table 2. Agenciesinvolved in primary education

Agencies	*Types*	*Areas of Services*
Ministry of Education		
Office of the National Primary Education Commission	Primary schools	Urban and rural
Department of General Education	Special education schools and welfire schools	Urban and rural
Teacher Training Department	Demonstration schools	Urban
Office of the Private Education Commission	Primary schools	Urban and rural
Department of Non-formal Education	Non-formal education Centres	Urban and rural
Local Administration		
Bangkok Metropolitan Administration	Primary schools	Urban
Office of Local Elementary Education	Primary schools	Urban
Ministry of University Affairs		
University	Demonstration schools	Urban
Ministry of Interior		
Border Patrol Police Headquarters	Primary schools	Rural

The Office of the National Primary Education Commission (ONPEC). After nearly twenty years of divided responsibilities in the administration and management of primary education, ONPEC was set up in 1980 with eight statutes enacted by Parliament to administer and manage primary education.

Prior to this, government primary schools were under the administration of several government agencies, i.e., the Department of Local Administration (Ministry of Interior), the Department of General Education (Ministry of Education), the municipalities, the Bangkok Metropolitan Administration, teacher colleges and universities. The academic aspects, i.e., primary curriculum development and teacher training were the sole responsibilities of the Ministry of Education.

The new administrative system is divided into four levels: the national, provincial, district and school-cluster levels. At each level, the formulation of policies and development plans as well as decision-making concerning the administration and management of primary education are carried out in the form of committees. The committee at each level consists of government officials from all related agencies, elected representatives of primary school teachers and selected resource persons.

At the national level, the National Primary Education Commission (NPEC) is the policy board entrusted with the following authorities and responsibilities:

a) setting primary education policy in accordance with the National Education Policy and Plan;

b) setting primary education development plans in accordance with the National Education Development Plan and the National Economic and Social Development Plan;

c) considering budget proposals and allocating budget for the management of primary education both from the national budget and other sources;

d) setting standards in terms of academic requirements, school buildings and expenditure;

e) proposing the appointment of the Secretary-General of ONPEC for the consideration of the Minister of Education

as well as approving the appointment of Directors of Provincial Primary Education and Bangkok Metropolitan Primary Education;

f) appointing resource persons as members of the Provincial and Bangkok Metropolitan Primary Education Committees;

g) suspending and calling for corrections of actions taken by the Provincial and Bangkok Metropolitan Primary Education Committees regarding the founding, administration, consolidation, improvement and termination of schools as well as the approval of the appointment of Heads of District Primary Education, Directors and Principals of primary schools under the Provincial Primary Education Offices;

h) rendering advice on primary and pre-primary education to the Minister of Education; and

i) setting rules and regulations and undertaking other actions as specified by the law.

The NPEC consists of thirty-one members headed by the Minister of Education or Deputy Minister of Education as assigned by the Minister, who is chairman; the Secretary General of ONPEC as secretary, and 29 members including 12 teachers representatives.

ONPEC it is entrusted with the following authorities and responsibilities:

a) drawing up primary and pre-primary education policies and development plans for the consideration of the NPEC;

b) preparing budget proposals as well as budget allocations concerning the management of primary education for the consideration of the NPEC;

c) setting up standards in terms of academic requirements, school buildings and expenditures for the consideration of the NPEC;

d) proposing the appointment of Directors of Provincial and Bangkok Metropolitan Primary Education for the consideration of the NPEC;

e) monitoring and evaluating the management of primary education as well as submitting related reports to the NPEC;

f) collecting data, conducting and promoting research on primary education;

g) carrying out all the secretarial work of the NPEC as well as other responsibilities as assigned by the NPEC; and

h) undertaking other actions as specified by the law.

The ONPEC is headed by a Secretary-General and is divided into five divisions as follows:

Office of the Secretary: The office is responsible for general administration, secretarial and clerical work, public relations, personnel management and legal matters. It also co-ordinates and carries out other matters which are not the specific functions of other divisions.

Finance Division: The division is responsible for all financial matters of ONPEC, e.g., the disbursement of all types of budget, the transfer of budget to Provincial Primary Education Offices, the purchase of office supplies as well as the provision of welfare services to ONPEC personnel.

Policy and Planning Division: The division is responsible for developing policies and plans in accordance with the National Education Development Plan and the National Economic and Social Development Plan, the allocation of budget, collection and analysis of primary and pre-primary education data, execution of national projects, foreign aid and external relations. It also carries out the secretarial work of the National Primary Education Commission as well as performs other duties specifically assigned by ONPEC.

Research and Development Division: The division is responsible for conducting research work and evaluation on primary and pre-primary education under the jurisdiction of ONPEC in order to find ways and means to further develop primary and pre-primary education, set up standards and provide academic advice on primary and pre-primary education.

Supervisory Unit: The unit is responsible for the follow-up, evaluation and supervision of all work carried out by the Provincial and Bangkok Metropolitan Primary Education Offices to ensure that their operations are in line with the national policies and plans and

ONPEC regulations. It also promotes research work on instructional methods, collects and disseminates research findings on primary and pre-primary school instruction as well as co-operates with other divisions in developing policies, plans and educational standards.

At the provincial level, the Provincial Primary Education Committee (PPEC) is the executive body responsible for:

a) setting working policies and provincial primary education development plans;

b) considering and approving budget proposals and allocations for the development of primary education;

c) considering and approving proposals concerning school administration and improvement, the founding of new schools, consolidation and termination of schools;

d) considering and approving appointments;

e) considering and approving the annual promotion of primary school teachers; and

f) setting up working rules and regulations.

The PPEC consists of fifteen members headed by the Governor or Deputy Governor of the province.

The Office of the Provincial Primary Education (OPPE) serves as secretariat of the PPEC. It is an administrative unit attached to ONPEC, headed by the Director of Provincial Primary Education.

The administrative institutional framework for primary schools in the Bangkok Metropolis follows that of provincial primary schools. The Bangkok Metropolitan Primary Education Commission (BMPEC) is the executive body entrusted with similar functions and responsibilities as those of the PPEC.

At the district level, the District Primary Education Committee (DPEC) is the co-ordinating body for the administration and management of primary education in each district. It is entrusted with the following functions and responsibilities:

a) co-ordinating all the work involved in the administration and management of education in primary schools under the Office of District Primary Education (ODPE);

b) Proposing the appointment of Directors and Principals of primary schools under the ODPE for the consideration of the PPEC; and

c) Proposing the scale of annual promotion of teachers under the ODPE for the consideration of the PPEC.

The DPEC consists of the following members:

i) the District Officer (chairman);

ii) the district Education Official;

iii) one elected teachers' representative from each school-cluster; and

iv) Head of District Primary Education (member and secretary).

At the school-cluster level, the School-Cluster Committee is responsible for the administration and management of primary education in each school-cluster as follows:

a) develop workplans for school improvement in every aspect, e.g., students' academic achievement, school buildings and facilities, personnel management, students' activities, general administration and finance;

b) co-ordinate with the community in the promotion of school activities;

c) administer all the work of the school-cluster concerning school budget proposals, personnel development, evaluation of teachers' work and the enforcement of the Primary Education Act; and

d) carry out all its functions and activities in accordance with the policies and guidelines of the NPEC, PPEC and DPEC.

The School-Cluster Committee consists of all school principals in the cluster and a number of elected teachers equal to half of the number of principals. The Chairman of the Committee and members who are teachers are elected by all teachers in the school-cluster. The Committee will select the Secretary of the Committee from among its members.

The Chairman of the Committee is responsible for the organization of committee meetings at least once a month, the supervision of schools in the cluster at least once a year, and the collection of data as required by the ODPE as well as the management of government budget and income from other sources in line with the objectives of the school-cluster. The School-Cluster Committee will select a school in its cluster to serve as secretariat of the Committee.

Figure 2. Primary education (ONPEC) – Organizational structure

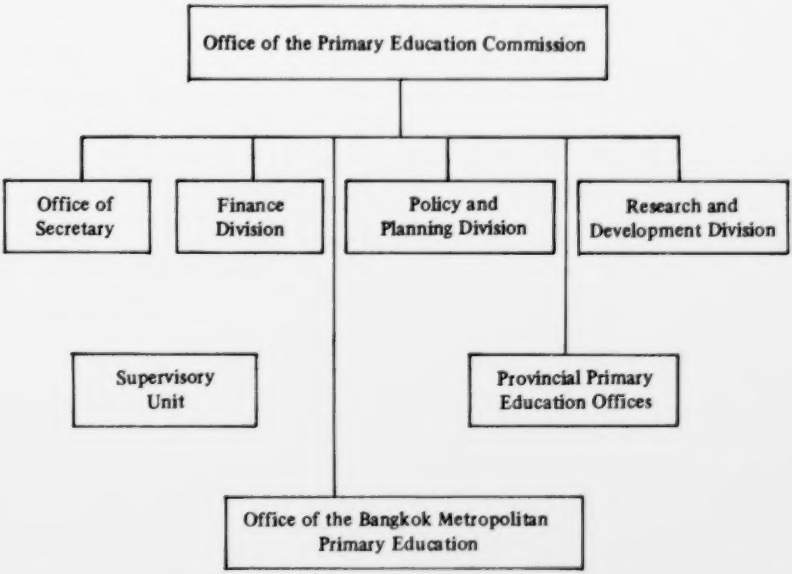

Office of the Primary Education Commission
Office of Secretary
Finance Division
Policy and Planning Division
Research and Development Division
Supervisory Unit
Provincial Primary Education Offices
Office of the Bangkok Metropolitan Primary Education

Figure 3. Provincial Primary Education Offices – Organizational structure

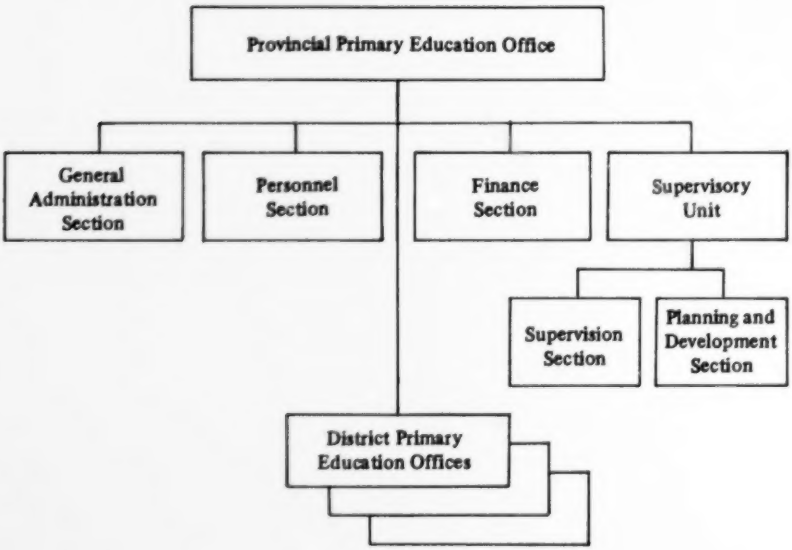
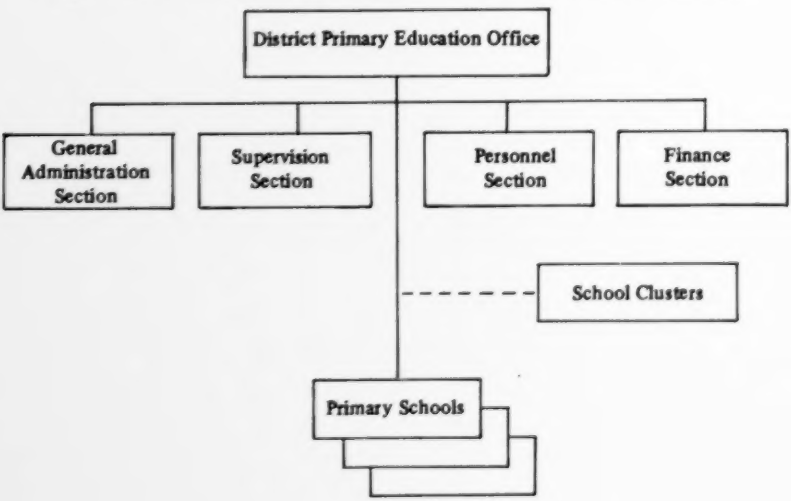


Figure 4. District Primary Education Office – Organizational structure



Elementary school curriculum BE 2521 (AD 1978)

Elementary education aims at providing basic knowledge and skills as well as maintaining literacy and computational abilities. It also provides practical experiences leading to the world of work and good citizenry under the democratic system with the Monarch as the Head of State.

Aims

The elementary school curriculum is designed to cultivate the following qualities and outcomes:

Basic knowledge and skills

Personal and community health both physical and mental;

Legal knowledge necessary for everyday living;

Knowledge and skills in earning, consuming and saving;

Understanding scientific and technological implications in daily life;

Knowledge and skills in management, and in working together under the principles of co-operatives;

Knowledge and skills in working both as a producer and as a consumer;

Habit in pursuing further knowledge;

Knowledge and skills in language and mathematics;

Knowledge and skills in the use of scientific methods;

Ability to survive and live in harmony with the social and natural environment; and

Appreciation and expression of various forms of art.

Good member of community and nation

Faith in a constitutional, monarchical democracy;

Appreciation and preservation of national arts and culture;

Awareness of one's rights and responsibilities;

Recognition of the importance of living together peacefully in a family, in a community, and in a society;

Recognition of international relations on the regional and world levels, as well as international understanding;

Ability in mobilizing intellectual, physical, and economic resources for national development and security; and

Awareness of the value of being free, and taking pride in having been born on Thai soil.

Desirable qualities

Self-sacrifice and unselfishness;

Self-discipline and perseverance;

Diligence, honesty, frugality and endurance;

Critical thinking and rational decision making;

Tolerance of criticism and respect for individuals;

Sportsmanship and esteem for others; and

Participation, co-operation and leadership.

Peaceful life

Knowing how to adjust oneself to the changing society, environment, innovation and technology;

Understanding and having faith in one's professed religion, and applying its precepts in daily life;

Knowing how to spend time wisely and effectively;

Initiation and creativity for personal and social benefits;

Having independent thinking as well as being open-minded; and

Knowing how to solve problems by peaceful means.

Policies

The elementary school curriculum is formulated under the following policies:

1. It is meant for all children.
2. It is to provide functional experiences within terminal programme.
3. It aims at building national unity, and consequently consists of certain common components. It also encourages diversification and variation to suit the local needs and situations.

Strategies

The learning experiences may be classified into four main areas:

Area 1 : Tool subjects, comprising the Thai language and mathematics.

Area 2 : Life experiences, involving the problem-solving process, and the various aspects of human societal needs and problems for the purpose of survival and leading a good life.

Area 3 : Character development, dealing with experiences conducive to development and habit formation.

Area 4 : Work-oriented experiences, involving practical work and establishment of a vocational foundation.

In communities where the majority of the population are non-Buddhists, the teaching of religious practices other than those advocated in Buddhism is quite possible but the instructional programme is subject to the approval of the Regional Education Officer.

Organization of learning experiences should be sufficiently flexible so as to suit the learner's developmental level, and the nature of the community. The school structure comprises three levels each of two years duration; grades I-II, grades III-IV, and grades V-VI. The curriculum content for each grade is continuously improved and modified.

Time allocation

Each school year shall consist of not less than 40 working weeks of not less than 25 hours. Thus, altogether 200 days or 1,000 hours of learning activities are required.

Allocation of time for each of the four main areas of learning experiences is shown in Table 3.

Table 3. Allocation of time for each of the four main areas of learning

	I and II	*III and IV*	*V and VI*
	percentage		
Tool subjects	50	35	25
Life experiences	15	20	25
Character development	25	25	20
Work-oriented experience	10	20	30

Evaluation

Measurement, evaluation and follow-up processes, organized to develop appropriate teaching and learning activities, and for students to achieve mid-year or end-of-year promotion, are the responsibilities of school administrators and classroom teachers, who carry out formative and/or summative evaluations according to the kinds of experiences and subject content involved. These, in effect, are to be done in conformity with the evaluation regulations as prescribed by the Ministry of Education.

Teacher training

There are 36 teacher training colleges scattered around the Kingdom. The Department of Teacher Education prepares the largest proportion of teachers while specialist institutes prepare teachers of physical education fine arts and vocational activities.

Table 4 shows the numbers of teachers prepared by all institutions from 1977 to 1981. An average of 40,000 teachers were trained each year. As more teachers are trained than there are positions available, some graduates do not get a teaching position.

Table 4. Numbers of new teachers prepared by all institutes (1977 to 1981)

Level	*1977*	*1978*	*1979*	*1980*	*1981*
Lower Cert.	16,887	12,300	6,779	3,727	19,209
Higher Cert.	14,595	16,332	19,784	21,879	
Degree	8,592	11,198	13,278	15,490	17,517

Education appropriation

During the past decade the government has allocated an average 20 per cent of the annual budget for education. This amounts to 3 per cent of the GNP.

The budget for education in 1977 to 1982 varied from 21.6 per cent of the National Budget to 20.2 in 1978, 19.6 in 1979, 21.8 in 1980, 21.1 in 1981, and 20.3 in 1982 (See Table 5).

Within the budget for primary education there has been an annual increase in the amount spent on salaries and wages until by 1981 it had reached over 70 per cent.

In 1980, the ONPEC spent ฿1,788 for each primary school student. Out of this ฿444 was spent on building new schools and ฿1,344 on operation. However, the figures do not include the contributions of the parents and community.

Table 5. Proportion of educational budget (1977-1982)

(million U.S. dollars)

Year	*National budget*	*Educational budget*	*Percentage of national budget*	*Primary ed. allocation (percentage out of ed. budget)*	*Salary allocation percentage out of primary ed.)*
1977	3,034.3	645.3	21.6	58.56	61.06
1978	3,521.7	711.2	20.2	55.60	65.81
1979	4,000.0	782.8	19.6	48.03	66.14
1980	4,980.7	1,083.6	21.8	60.80	66.57
1981	6,087.0	1,219.4	21.1	68.33	71.89
1982	7,000.0	1,418.7	20.3	–	–

Note: Approximately 23 Thai baht (฿) = One United States Dollar

Chapter Two

ANALYSIS

Three disadvantaged groups are the major concern of all educators in Thailand as far as equal educational opportunity is concerned. Many children in the heavily populated urban areas do not have the opportunity to go to school because they do not have the necessary house registration papers necessary for enrolment. Children in the very remote areas, especially Thai minorities have to travel long distances to attend school. Moreover, they speak a different language from central Thai and some believe in different religions. Many other rural children do not go to school because of a lack of funds and personnel to operate an education system.

The quality of primary school graduates varies according to the types of schools attended, their location and geographical areas. From every study, it was reported that students in the Northeast region had the lowest achievement level; even the retention/repeater rates were quite low.

During 1970 to 1982 with the expansion of primary schools to remote sub-districts the enrolment ratios increased from 82.4 to 97.0 in 1980 and dropped back to 94.9 in 1982 (Table 6).

A closer look at the trends of primary school enrolment is presented in Table 7. It should be observed that enrolment reached a plateau in 1982. This evidence is supported by the requests received from many provincial educational authorities to close down some schools because of falling school rolls. The drop in enrolment is due largely to the effectiveness of the family planning programme reducing the birth rate to less than 3.0 in 1980. This decrease is most obviously seen in the urban areas. Enrolment is still increasing in some rural areas.

It is anticipated that in 1984 the enrolment ratio will be at 99 per cent due to the effect of the non-formal education programme. The children in the very remote areas will be provided with an opportunity to get some education at the learning centres in their own villages. With the beginning of the operation of the Educational

Radio System II in 1984, children in every corner of the Kingdom will be able to learn from its programme. In addition, teachers in the remote schools will receive some in-service training through the system.

There is no different in the access to education of boys and girls (Table 8). On a region basis (Table 9), the enrolment ratios among the 12 regions are not so different. Education facilities are quite adequate, except for the physically and mentally handicapped (Tables 10-16). There are only limited services for handicapped children. Only 13 schools are provided for the deaf and the blind, and six of them are in Bangkok. The physically handicapped outside big towns do not have any access at all. Likewise, the mentally handicapped outside Bangkok are deprived of a schooling opportunity. Children of some special groups, such as frequently travelling people, city migrants and boat people, also receive less opportunity. The 23 welfare schools, 139 centres and 42 border patrol-schools are not enough to serve children moving around the Kingdom. These are the children who make it difficult to achieve a 100 per cent access rate.

On the retention rate, it is expected that in 1984, out of 100 students enrolled in grade I, 75 will finish six years of primary education. Using the trends reported in Tables 18 to 21, an annual increase of 3 per cent is anticipated. Two main efforts have been used to make school more attendable. Firstly, the new curriculum gives more emphasis on child development. Children will have more opportunity to explore, act, and enjoy the learning experience provided to inculcate and enrich their own personal development (Table 17). Learning time will be spent more on activities in work-orientation, character development and life experiences than reading and computing.

Secondly, the promulgation of the new curriculum requires the schools to be better equipped. The new curriculum intends to teach the children through active participation in class activities. ONPEC, therefore, will provide more learning equipment and resources for schools through out the Kingdom.

In general, the educational authorities are not happy about the level of achievement in the country, both in terms of national standards and the disparity among the 12 educational regions and

Bangkok. The performance of the children at grade IV in 1979 was still lower than the 50 per cent mark. From the National Assessment conducted by ONPEC in 1981 it was indicated that the levels of achievement in Thai and mathematics were at 35.10 and 44.22 per cent respectively (Table 22). By regions (Table 23) it was shown that Educational Regions 9, 10 and 11 in the Northeastern part of the Kingdom are ranked behind the rest of the country.

The disparity problem is clearly realized by ONPEC. More resources and services will be allocated to these regions to counter the disparity. ONPEC will use more funds to improve the quality of primary education as a whole and to reduce the disparity in particular. The National Assessment Project will be annually conducted to look at the change of these indices. The results of the assessment then will be used in the subsequent measures.

Table 6. Enrolment, population and enrolment percentages of children in primary education age-group (7-13 in 1970, 1975 and 7-12 in 1980, 1982)

Year	*Enrolment*	*Age-group population*	*Percentage*
1970	5,634,782[1]	6,840,846[2]	82.4
1975[3]	6,609,239	7,725,543	85.6
1980[3]	7,370,846	7,602,775	97.0
1982[3]	7,413,571	7,814,702	94.9
1990	N.A.	N.A.	N.A.
1995	N.A.	N.A.	N.A.

Source:
1. From NEC
2. From NSO
3. From OPS

Table 7 : Trends in primary education*

Year	No. of primary schools			No. of enrolled pupils in primary education			No. of teachers in primary education		
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
1970[1]	26,560	428	26,988	4,433,331	219,593	4,652,924	126,474	7,660	134,134
1975[1]	28,638	443	29,081	5,752,096	283,585	6,035,681	198,802	10,451	209,253
	(+1.56)**	(+0.70)	(+1.55)	(+5.95)	(+5.83)	(+5.94)	(+11.44)	(+7.19)	(+11.20)
1980[1]	30,928	460	31,388	6,648,762	273,916	6,922,678	285,023	14,450	299,473
	(+1.60)	(+0.77)	(+1.59)	(+3.12)	(−0.68)	(+2.94)	(+8.67)	(+7.65)	(+8.62)
1982[2]	31,245	467	31,712	6,662,540	273,253	6,935,793	316,769	14,660	331,429
	(+0.51)	(+0.76)	(+0.52)	(+0.10)	(−0.12)	(+0.09)	(+5.57)	(+0.73)	(+5.34)

* Excludes OPEC

** Figures in brackets are increasing rates per year

Source : 1. From NSO

2. From NEC

Table 8 : Age, sex, grade distribution of pupils enrolled in all grades of primary education and one next higher grade (1980)

Age	*Sex*	*Grade*						
		I	*II*	*III*	*IV*	*V*	*VI*	*MI*
Up to 6	F	293,486	26,633	1,121	45	15	1	–
	M	304,284	24,333	942	28	16	7	–
7	F	300,661	197,482	25,219	743	58	9	–
	M	326,726	197,718	22,361	587	49	3	–
8	F	74,530	227,824	191,961	19,938	1,501	106	–
	M	89,597	299,465	187,111	17,661	1,098	114	–
9	F	15,628	86,296	290,817	161,562	20,787	1,408	–
	M	20,575	104,278	306,442	156,876	18,466	1,421	–
10	F	4,660	22,101	104,168	254,337	147,575	21,143	490
	M	6,826	30,535	122,955	262,443	142,268	18,765	428
11	F	2,004	7,265	32,657	101,712	235,556	132,888	11,297
	M	3,236	10,893	44,676	117,915	241,683	127,183	10,483
12	F	1,301	2,985	11,296	35,995	100,988	196,968	42,157
	M	1,978	5,077	17,155	49,232	116,774	208,707	44,157
13	F	768	1,330	4,296	11,619	35,468	68,139	86,564
	M	1,151	2,252	6,946	17,672	45,519	84,620	105,537

Table 8. *(Continued)*

Age	*Sex*	*Grade*						
		I	*II*	*III*	*IV*	*V*	*VI*	*MI*
14	F	381	589	1,396	3,291	9,331	15,728	27,991
	M	578	978	2,407	5,802	13,704	24,602	39,722
Over 14	F	195	264	536	945	2,298	2,967	4,696
	M	289	508	998	1,845	3,855	5,713	10,700
Total		1,448,854	1,248,806	1,375,460	1,220,248	1,137,009	910,492	384,222

Source: From NSO

Table 9 : Geopraphical (by regions/provinces) distribution of primary education facilities (1980, excludes OPEC)

Region	*Total population of primary-education Age group (7-12)*	*No. of primary schools*	*No. of pupils enrolled in primary schools*	*Enrolment ratio*
Bangkok	536,781	460	273,916	0.51
			(544,131)*	(1.01)*
1	272,413	866	282,014	1.04
2	192,195	1,118	210,869	1.09
3	569,603	2,414	568,682	0.99
4	171,433	907	174,394	1.02
5	343,920	1,876	416,344	1.21
6	391,364	2,082	379,210	0.96
7	713,334	3,443	709,900	0.99
8	599,316	3,743	621,483	1.03
9	837,363	3,748	845,167	1.00
10	977,818	4,309	977,505	0.99
11	1,060,015	4,459	1,048,778	0.98
12	426,910	1,963	414,416	0.97
Total	7,092,465	31,388	6,922,678	0.97

* If includes OPEC

Source: From NSO

Table 10 : Institutions of primary education

Type of Institution	*Year*			
	1982	*1980*	*1975*	*1970*
Total primary schools[1]	33,181	31,388*	29,081*	26,988*
Of which number of one-teacher schools[2]**	50	100	354	N.A.
Of which number of teachers less than number of classroom schools***	3,398	6,021	N.A.	N.A.
Of which number of schools with pupils less than 100	7,288	N.A.	N.A.	N.A.
No. of Teacher Training Institutions	101	95	81	45
No. of In-service Training Institutions	118	118	111	111
Curriculum Development Centre	2	2	1	1
Schools for physically handicapped[3]	13	9	8	7
Schools for mentally handicapped	1	–	–	–
Schools for special Population Groups	23	22	19	11
Other Institutions	139	–	–	–
– DNFE centres	42	–	–	–
– DPPHQ schools				

* excludes private schools

** ONPEC Only

*** excludes number of one-teacher schools

Source: 1. From NEC and NSO

2. From ONPEC

3. From DGE

Table 11 : Percentage of schools according to size (1982, ONPEC only)

No. of Students	*No. of Schools*	*Percentage*
1 – 50	2,090	6.82
51 – 100	5,198	16.96
101 – 200	11,044	36.04
201 – 300	6,462	21.09
301 – 400	2,901	9.47
401 – 500	1,373	4.48
501 – 600	670	2.19
601 – 700	323	1.06
701 – 800	168	0.55
801 – 900	102	0.33
901 – 1,000	90	0.29
over 1,001	220	0.72
Total	30,641	100.00

Source: From ONPEC

Table 12 : Class-size and teacher-pupil ratios (1976-1980)

Year	*Ratio*	
	Class-size	*Teacher-pupil*
1976	32	27
1977	31	25
1978	29	22
1979	29	23
1980	29	22

Source: From NSO

Table 13 : Teacher-pupil and teacher-classroom ratios (1982)

Department	*Teacher-pupil ratio*		*Teacher-classroom ratio*
	Urban	*Rural*	
1. BMA	18	–	0.78
2. ONPEC	22	20	0.81
3. OLEE	–	21	0.92
4. BPPGHQ	–	26	N.A.
5. GED	14	15	N.A.
6. OUA	14	18	N.A.
Total	19	20	N.A.

Table 14 : Teacher-classroom ratios by educational region (1982, ONPEC only)

Region	*Teacher-classroom ratio*
Bangkok	1:0.74
Region 1	1:0.82
2	1:0.81
3	1:0.86
4	1:0.84
5	1:0.85
6	1:0.85
7	1:0.79
8	1:0.90
9	1:0.77
10	1:0.72
11	1:0.79
12	1:0.85
Average	1:0.81

Source: From ONPEC

Table 15 : Schools, teachers and students by department (1982)[1]

	Schools		*Total*	*Teachers*		*Total*	*Students*		*Total*
	Urban	*Rural*		*Urban*	*Rural*		*Urban*	*Rural*	
1. BMA	420	–	420	12,265	–	12,265	222,315	–	222,315
2. ONPEC	36	30,605	30,641	1,943	315,527	317,470	43,299	6,399,352	6,442,651
3. OLEE	–	458	458	–	11,056	11,056	–	233,888	233,888
4. BPPGHQ	–	153	153	–	695	695	–	14,207	14,207
5. DGB	4	27	31	180	918	1,098	2,520	9,563	12,083
6. TTD	4	2	6	N.A.	N.A.	–	1,287	554	1,841
7. MUA	3	2	5	272	33	305	3,832	597	4,429
8. OPEC[2]	494	973	1,467	N.A.	N.A.	31,903	282,381	352,650	635,031
Total	961	32,220	33,181	–	–	374,792	555,634	7,010,811	7,566,445

Source : 1. From NEC
2. From OPEC

Table 16 : Teachers and supervisors for primary education (1982)

Level of basic qualification	Teachers								Supervisors							
	ONPEC	BMA	OPEC	MUA	DGE	OLEE	BPPGHQ	Total	ONPEC[1]	BMA[2]	OPEC[3]	MUA	DGE[4]	OLEE[5]	BPPGHQ	Total
Higher than Bachelor's degree	41,852	79	34	126	18	–	–	49,099	1,853	16	–	–	3	–	–	1,919
Bachelor's degree or Equivalent		5,738	596	151	505	–		–		43	–	–	4	–	–	
Lower than Bachelor's degree	–	–	–	28	–	–	–	28	73	–	–	–	–	–	–	73
Dip. in Ed. or Equivalent	171,973	4,767	9,312	–	401	–	–	186,453	–	–	–	–	–	–	–	–
Lower than Dip. in Ed.	80,554	–	2,020	–	53	–	–	82,627	–	–	–	–	–	–	–	–
Cert. in Ed. or Equivalent	12,928	1,183	10,588	–	92	–	–	24,771	–	–	–	–	–	–	–	–
Lower than Cert. in Ed.	10,163	498	9,373	–	–	–	–	20,034	–	–	–	–	–	–	–	–
Unknown	–	–	–	–	29	11,056	695	11,780	–	–	61	–	–	113	–	174
Total	317,470	12,265	31,903	305	1,098	11,056	695	374,792	1,926	59	61	–	7	113	–	2,166

Source: 1. From NEC
2. From BMA
3. From OPEC
4. From DGE
5. From OLEE

Table 17 : Number of teaching periods specified in primary school curriculum

Subject/Activity	*Grade*					
	I	*II*	*III*	*IV*	*V*	*VI*
Skill Subjects	1,500	1,500	1,050	1,050	756	756
Life Experience	450	450	600	600	756	756
Character Development	750	750	750	750	594	594
Work Experiences	300	300	600	600	900	900
Extra Learning Experiences: foreign language or basic vocational skill	–	–	–	–	594	594
Total periods	3,000	3,000	3,000	3,000	3,600	3,600

Note: 1. Number of working days for primary schools in a year : not less than 200 days
2. Number of periods per week : 75 periods (grade I-IV) 90 periods (grade V-VI)
3. One period = 20 minutes

Table 18 : Retention rate in primary education (1976-1982)

Year	*Grade*					
	I	*II*	*III*	*IV*	*V*	*VI*
1976	1,540,540	1,290,994	1,238,289	1,104,641	644,742	499,499
1977	1,527,737	1,289,613	1,262,049	1,105,265	702,799	540,306
1978	1,599,250	1,304,699	1,268,865	1,146,584	942,953	585,770
1979	1,501,152	1,394,314	1,292,455	1,186,172	1,066,873	802,798
1980	1,451,840	1,306,466	1,367,330	1,220,031	1,124,176	901,003
1981	1,426,164	1,265,737	1,265,287	1,332,576	1,187,107	972,348
1982	1,366,765	1,158,782	1,211,048	1,236,868	1,315,152	1,053,847
1976-1977	9,046,683	7,851,823	7,694,275	7,095,269	5,668,650	
1977-1982		7,719,611	7,667,034	7,227,496	6,339,060	4,856,072
retention rate		85.33	97.65	93.93	89.34	85.67
1976-1977	3,068,277		(83.48)			
1978-1979			2,561,320			
1979-1980				(78.42) 2,406,203		
1980-1981					(75.33) 2,311,283	
1981-1982						(66.04) 2,026,195

Source: From NSO

Table 19 : Transition (1971-1976) promotion (1977-1982) rates for grade IV/V, grade VII/M.S. 1 and grade VI/M.1

Year	*G IV/V*	*G VII/M.S. 1*	*G VI/M. 1*
1971/1972	46.78	86.72	
1972/1973	50.53	91.11	
1973/1974	51.94	88.95	
1974/1975	55.18	87.65	
1975/1976	58.18	82.06	
1976/1977	63.62	80.96	
1977/1978	85.31	75.81	62.13
1978/1979	93.05		59.15
1979/1980	94.77		47.37
1980/1981	97.30		45.49
1981/1982	98.65		43.92

Source: From OPS

Table 20 : Percentage of repeaters by grade (1968-1982)

Year	1968*		1969*		1970		1971		1972		1973		1974		1975		1980***		1981***		1982***	
Grade	Total Students	Repeaters (per cent)	Total Students	Repeaters (per cent)	Total Students	Repeaters (per cent)	Total Students	Repeaters (per cent)	Total Students	Repeaters (per cent)	Total Students	Repeaters (per cent)	Total Students	Repeaters (per cent)	Total Students	Repeaters (per cent)	Total Students	Repeaters (per cent)	Total Students	Repeaters (per cent)	Total Students	Repeaters (per cent)
I	441,474	26.38	1,055,932	25.60	1,257,388	25.46	1,517,643	24.29	1,586,106	24.20	1,470,000	23.06	1,328,259	22.67	1,517,107	22.16	1,222,862	12.07	1,122,114	14.87	1,081,733	14.20
II	948,518	16.46	886,042	16.07	1,039,415	15.54	1,195,781	14.20	1,322,050	16.24	1,433,805	12.41	1,147,604	14.94	1,251,596	12.93	1,131,442	7.06	1,048,508	7.44	1,008,042	6.62
III	853,280	14.07	810,587	14.63	957,333	14.24	1,117,998	12.81	1,203,423	15.68	1,189,055	12.45	1,121,529	12.56	1,211,450	12.61	1,142,781	4.86	1,038,616	4.92	1,010,909	4.30
IV	719,937	5.63	681,352	6.40	803,706	6.54	954,100	6.20	1,044,216	7.36	1,316,343	4.05	974,081	5.05	1,066,066	5.53	1,051,258	4.46	1,044,023	3.91	1,009,586	3.75
V	141,676	10.33	173,815	12.06	284,047	9.38	385,822	8.42	472,130	12.45	495,071	10.12	463,278	11.61	546,448	12.77	966,851	7.03	1,136,932	6.61	1,027,434	6.31
VI	106,986	6.32	128,180	8.49	219,785	5.32	315,341	5.03	369,092	8.89	400,903	5.22	378,275	6.31	445,128	7.06	762,239	3.31	890,442	2.76	1,023,767	2.22
VII	81,231	3.41	101,791	5.82	175,984	3.89	256,967	3.23	306,198	7.98	329,008	2.73	323,259	3.50	382,928	2.88						
Total	3,992,852	19.39	3,837,699	15.96	4,738,158	15.10	5,743,652	13.85	6,303,205	15.55	6,634,185	12.03	5,736,315	13.10	6,420,723	12.80	6,277,483	6.74	6,280,635	6.95	6,161,471	6.32

* Excludes OPEC

*** *ONPEC* only.

Table 21 : Percentage of repeaters by educational region (1968-1982)

Year	1968*		1969*		1970		1971		1972		1973		1974		1975		1980***		1981***		1982***	
Region	Total Students	Repeaters (per cent)	Total Students	Repeaters (per cent)	Total Students	Repeaters (per cent)	Total Students	Repeaters (per cent)	Total Students	Repeaters (per cent)	Total Students	Repeaters (per cent)	Total Students	Repeaters (per cent)	Total Students	Repeaters (per cent)	Total Students	Repeaters (per cent)	Total Students	Repeaters (per cent)	Total Students	Repeaters (per cent)
1					386,858	11.51	430,029	9.92	704,626	18.11	809,552	7.57	N.A.	N.A.	820,330	8.94	311,955	7.43	296,001	8.72	295,979	7.51
2					122,789	25.54	144,191	23.41	159,877	24.33	162,253	22.75	N.A.	N.A.	160,555	22.27	171,307	18.46	180,117	15.90	175,948	16.10
3					247,518	19.07	454,961	17.39	484,166	15.29	519,742	14.82	N.A.	N.A.	521,262	15.04	528,229	3.93	527,344	9.08	520,857	7.81
4					122,176	19.78	142,891	18.00	133,780	22.95	154,931	9.33	N.A.	N.A.	160,269	16.79	158,764	4.50	161,732	9.31	158,915	8.29
5					239,735	16.20	365,164	14.33	626,861	14.86	390,346	14.12	N.A.	N.A.	405,331	17.41	371,868	4.29	367,610	9.68	361,928	9.23
6					305,761	13.91	377,950	12.09	694,902	13.49	395,201	12.08	N.A.	N.A.	411,456	11.17	304,498	8.10	334,569	6.94	322,652	7.20
7					564,891	18.25	596,113	18.18	614,775	18.41	637,293	15.05	N.A.	N.A.	675,432	16.02	968,726	7.27	667,121	10.18	634,274	8.88
8					390,565	21.65	619,488	20.99	642,298	20.72	660,475	18.27	N.A.	N.A.	602,989	18.71	590,154	9.77	546,533	8.20	529,405	7.64
9					496,629	11.91	548,993	8.83	684,044	8.48	612,253	8.90	N.A.	N.A.	674,145	8.78	815,011	3.40	828,587	2.70	810,667	2.48
10					554,745	9.43	618,759	8.93	652,795	11.54	684,260	8.12	N.A.	N.A.	751,271	7.46	951,796	3.07	950,893	2.70	928,487	2.54
11					642,085	16.66	707,383	14.93	107,766	16.18	764,668	14.06	N.A.	N.A.	813,981	13.78	1,021,405	7.46	1,032,730	6.24	973,056	5.86
12					282,230	15.26	355,605	13.20	379,384	12.89	389,106	12.44	N.A.	N.A.	352,828	13.49	384,541	10.03	387,438	9.13	391,846	8.03
Total	3,992,852	19.39	3,837,699	15.96	4,738,158	15.10	5,743,652	13.85	6,303,205	15.55	6,634,185	12.03	5,736,315	13.10	6,420,723	12.80	6,277,483	6.74	6,280,635	6.95	6,161,471	6.32

* Excludes OPEC

*** ONPEC only.

Table 22 : Means of achievement (in percentage)

Year	*Grade*	*Average scores*		
		THAI	*MATH*	*OTHERS*
1963 - 1965	I	41.00	55.00	
	IV	57.01	23.95	Sc. = 32 Geo. = 37
1967 - 1969	I	44.74	53.32	Sc. = 48 Soc. = 46 Art/Music – Neatness = 36 Art. app. = 54
	IV	66.25	69.02	
1973 - 1975	III	32.90	32.90	–
		(4 series ②)		
1979	I	50 - 60		
	II	60 - 62		
	II	68.88	68.67	Life Exp. = 62
	III	54.40	45.41	Life Exp. = 47 Work Exp. = 59 Cha. Dev. = 52
	IV	48.28	49.94	Life Exp. = 44 Work Exp. = 51 Cha. Dev. = 51
1980	III	51.55	50.50	–
1981	VI	35.10	44.22	–

Source: From ONPEC

Table 23 : Achievement level by educational region (average scores in percentage)

Region	Grade 3 (1973)				Grade 3 (1980)				Grade 4 (1982)			
	THAI		MATH		THAI		MATH		THAI		MATH	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
1	49.3	1	49.6	1	59.9	1	58.5	1	66.0	1	57.7	3
2	33.4	6	35.6	5	–	–	–	–	47.9	9	47.0	11
3	34.5	5	37.3	3	48.5	5	49.4	5	56.7	6	50.1	8
4	29.9	9	30.7	9	53.0	4	52.5	4	57.2	5	52.7	6
5	35.2	4	35.6	4	–	–	–	–	61.9	2	53.9	4
6	37.3	2	37.3	2	55.1	3	54.4	3	58.6	4	51.0	7
7	31.7	7	32.1	8	47.1	8	47.6	7	54.8	8	53.0	5
8	31.5	8	32.7	7	48.2	6	48.2	6	56.6	7	57.8	2
9	27.8	10	27.3	10	41.7	9	39.5	9	44.2	10	49.1	9
10	24.7	12	24.7	12	38.1	10	37.7	10	44.2	11	47.7	10
11	27.5	11	26.1	11	47.6	7	45.7	8	43.6	12	46.0	12
12	35.3	3	34.9	6	57.5	2	55.0	2	60.1	3	65.4	1

Source: From NEC

Chapter Three

SIGNIFICANT NEW DEVELOPMENTS AND PROGRAMMES

The National Literacy Campaign

The year 1983 marked the 700th aniversary of the invention of the Thai Alphabet under the command of King Ramkhamhaeng the Great. Today, literacy is no longer a privilege granted to a few but it is considered to be a basic right of every Thai. Literacy is identified as a decisive factor in the liberation of individuals from ignorance, as a precondition for broad-based democratic participation and as an indispensable vehicle for the development of the society.

Yet, while the nation celebrates the 700th anniversary of the Thai Alphabet, over 4 million Thais are left at a disadvantage because they are illiterate. These people are found among the poorest of the poor in every province of the nation. Over 60 per cent are within the working age groups and approximately 60 per cent are women. They are parents of our future generations, they are breadwinners of the families and the productive force of the community. Any struggle for a developed and a just society cannot be achieved if it fails to reach 14.5 per cent of the population who are illiterate.

As an indication of its firm commitment to the eradication of illiteracy, the Thai government set a target in the Fifth Social and Economic Development Plan to reduce the country's illiteracy rate from 14.5 per cent to 10.5 per cent. Accordingly, a plan has been formulated to reach 1.5 million illiterates within five years with an emphasis on those within the age groups of 14-50.

At present, there are several ongoing efforts to cope with the illiteracy problem. The universalization of primary education will ensure that every child will have access to schooling and that there will be fewer and fewer new illiterates. For the 4 million illiterates who are already out-of-school, the Department of Non-formal Education has been organizing a functional literacy programme. The objectives of the programme, however, extend beyond literacy teaching. It aims to promote rational thinking to provide basic and

fundamental education as well as to certify graduates for primary education. To attain these objectives, the programme requires specialized training for teachers, up-to-date learning materials, regular follow-up and supervision. Consequently, in spite of intensive investment in the programme, it can only serve 50,000 illiterate adults each year.

While existing efforts can help to contribute towards total eradication of illiteracy, with limited resources it is not feasible to expand them to serve the targeted population of 1.5 million. Any struggle to overcome illiteracy among such a vast and diverse population cannot be handled by any one agency or even by the government alone. It must be based on a national sense of commitment and must receive popular support from all levels.

Improvement of learning quality in primary schools

It is vital to equip the primary schools with learning resources specified by the new curriculum to ensure the liveliness of the classroom and to make school more bearable. Therefore, ONPEC will provide supplementary readers and instructional materials.

The proposed project concerns the provision of teaching-learning materials and equipment for grades I-VI and the promotion of work-oriented skill training for grades V-VI on the basis of the school-cluster system. It should yield results which will be useful for further planning and pinpoint any necessary adjustment of the ways in which teaching-learning materials and equipment could be most effectively provided in order to achieve the objectives of the new primary curriculum. This will include the maximum use of the available educational resources, taking into account the economic and social conditions of different localities.

The proposed project should cover all the 12 educational regions in Thailand by concentrating on six selected school-clusters in each region. In selecting the school-clusters, consideration will be given to an equal distribution of the selected school-clusters in both the deprived and developing areas, i.e., 36 school-clusters in deprived areas and 36 school-clusters in developing areas will be selected. In each educational region, all six school-clusters should be located within not more than two provinces in order to facilitate the work involved in monitoring the project. In each school-cluster, the

school which acts as the service-centre for other satellite schools will receive the major share of the teaching-learning materials and equipment while satellite schools with grades I-VI and those with grades I-IV will receive a quantity of the teaching-learning materials and equipment proportionate to their needs and sizes. (On average a school-cluster consists of eight schools out of which six schools offer classes from grades I-VI and two only offer classes from grades I-IV). Schools which act as service-centres or "Leader Schools" of the 72 school-clusters will be provided with one set of equipment for skill training in two or three work-oriented subjects which suit their needs, while satellite-schools will receive basic equipment to promote skill training mainly in agriculture and handicrafts.

The specific objectives of the project are to:

1. Supply one set of basic school-kits to the remaining 6,808 primary schools who did not benefit from the UNICEF aid programme during 1979-1981;

2. Procure and supply one set of supplementary readers for grades I-VI to 72 selected school-clusters;

3. Procure and supply one set of instructional materials and equipment for grades I-VI to 72 selected school-clusters;

4. Provide buildings for work-oriented skill training for grades V-VI to 72 school-clusters in the case where a school-cluster has not yet been provided with a resource centre or a multi-purpose building which will also be used for skill training;

5. Equip 72 workshops in selected school-clusters with one set of equipment for skill training in two or three work-oriented subjects including installation instructions and provide basic skill training equipment to 72 school-clusters for grades V-VI;

6. Provide training to 144 teachers and supervisors for teaching work-oriented subjects for grades V-VI;

7. Ensure a regular supply of raw materials for use in work-oriented workshops in selected school-clusters;

8. Produce and supply 432 teaching kits for grades V-VI work-oriented subjects to selected school-clusters;

9. Undertake studies to assess the impact of the project on learners, teachers and administrators; and

10. Study the operation of the school-cluster system for the improvement of primary education.

National assessment

The knowledge of the real performance of the students is necessary in learning about whether specified objectives are attained. If all objectives are achieved, it can be said that the educational management is successful. But, if the objectives are not met, it is necessary to know the reason so that appropriate correction measures can be identified. To this end ONPEC has launched a National Assessment Programme.

The results of the programme will be used as a guide towards attaining better standards.

The objectives of the programme are to:

1. Report the actual performance of the students in the four groups of learning experiences;

2. Present students' performance in each of the educational regions, and in each province in the four groups of learning experiences;

3. Compare students' performance year by year reflecting the educational progress of the Kingdom; and

4. Supply all necessary data concerning educational quality for appropriate planning and control.

SELECTED APEID PUBLICATIONS
RELATING TO UNIVERSALIZATION OF PRIMARY EDUCATION

- *Universalizing education: linking formal and non-formal programmes; report. 1979.*
- *Universalizing education: strategies for development and use of instructional materials; report. 1979.*
- *Universalizing education: selected innovative experiences: new techniques for preparing educational personnel. 1980.*
- *New personnel profiles in relation to changes in society and educational systems. 1980.*

  In-service teacher education: developing innovatory strategies and instructional materials; report. 1980.
- *Designing instructional materials for general education and teacher training: a portfolio of experiences in Asia and Oceania. 1980.*
- *Preparing educational personnel: training methodologies based on locally available learning resources; report. 1980.*

  Linking science education in real-life; curriculum design, development and implementation; report. 1980.

  Towards better health and nutrition; report. 1981.

  Social changes and new profiles of educational personnel; national studies: India, Nepal, Philippines, Republic of Korea. 1981.

  Report of the study group meeting on evaluation and development of innovative methods of teaching with reference to problems of multiple classes and disadvantaged groups. 1981.

  Integrating subject areas in primary education curriculum—a joint innovative project; report. 1982.

  Distance learning for teacher education; report. 1982 (3 vols.)

  Multiple class teaching and education of disadvantaged groups; national studies: India, Sri Lanka, Philippines, Republic of Korea. 1982.

  Learning needs and problems in primary education; report. 1983 (2 vols).

  Training of educational personnel for integrated curriculum; report. 1984.

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* Out of stock.

The Asian Programme of Educational Innovation for Development (APEID) has as its primary goal to contribute to the building of national capabilities for undertaking educational innovations linked to the problems of national development, thereby improving the quality of life of the people in the Member States.

All projects and activities within the framework of APEID are designed, developed and implemented co-operatively by the participating Member States through over one hundred national centres which they have associated for this purpose with APEID.

The 24 Member States participating in APEID are Afghanistan, Australia, Bangladesh, China, Fiji, India, Indonesia, Iran, Japan, Lao People's Democratic Republic, Malaysia, Maldives, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Singapore, Socialist Republic of Viet Nam, Sri Lanka, Thailand and Turkey.

Each country has set up a National Development Group (NDG) to identify and support educational innovations for development within the country and facilitate exchange between countries.

The Asian Centre of Educational Innovation for Development (ACEID), an integral part of the Unesco Regional Office for Education in Asia and the Pacific in Bangkok, co-ordinates the activities under APEID and assists the Associated Centres (AC) in carrying them out.

The eight programme areas under which the APEID activities are organized during the third cycle (1982-1986) are:

1. Universalization of education: access to education at first level by both formal and non-formal means;
2. Education for promotion of scientific and technological competence and creativity;
3. Education and work;
4. Education and rural development;
5. Education and urban development;
6. Educational technology with stress on mass media and low-cost instructional materials;
7. Professional support services and training of educational personnel;
8. Co-operative studies, reflections and research related to educational development and future orientations.